



**LEARNING STYLES OF STUDENTS WITH HIGH AND LOW
ENGLISH ACADEMIC ACHIEVEMENT OF ELEVENTH GRADE
OF SMA NEGERI 1 PECANGAAN JEPARA
IN ACADEMIC YEAR 2015/2016**

**BY:
MASTHOHATUL AZIZA
NIM 201232128**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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SKRIPSI

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In Partial Fulfillment of Requirement for Completing the Sarjana Program

In the Department of English Education

BY:

MASTHOHATUL AZIZA

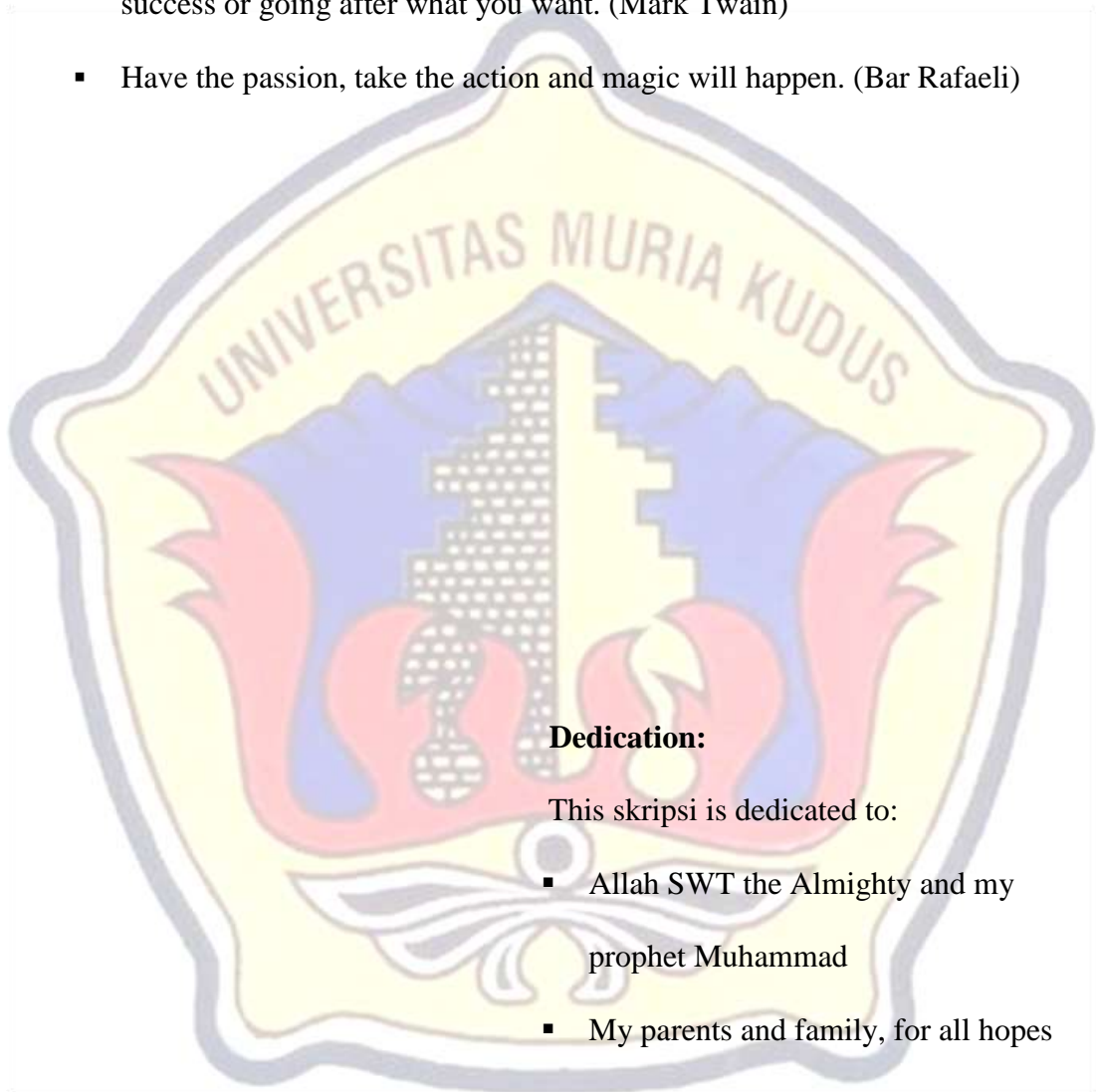
NIM 201232128

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MOTTO AND DEDICATION

MOTTO:

- No matter how old you are now. You are never too young or too old for success or going after what you want. (Mark Twain)
- Have the passion, take the action and magic will happen. (Bar Rafaeli)



Dedication:

This skripsi is dedicated to:

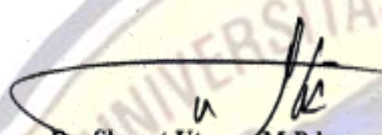
- Allah SWT the Almighty and my prophet Muhammad
- My parents and family, for all hopes and all spirit given
- All of my friends

ADVISORS' APPROVAL

This is to certify that the Skripsi of Masthohatul Aziza (201232128) has been approved by the skripsi advisors for further approval by Examining Committee.


Kudus, June 22nd, 2016

Advisor I



Dr. Slamet Utomo, M.Pd
NIP. 196212191987031015

Advisor II



Fajar Kartka, SS, M.Hum
NIS. 0610701000001191

Acknowledged by

The Head of English Education Department,

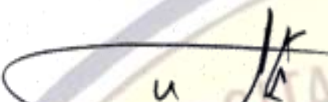


Diah Kurniati, S.Pd, M.Pd
NIS. 0610701000001190


EXAMINERS' APPROVAL

This is to certify that the Skripsi of Masthohatul Aziza (201232128) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, August 8th, 2016
Thesis Examining Committee:


Dr. Slamet Utomo, M.Pd
NIP. 196212191987031015

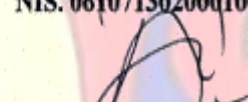
,Chairperson


Fajar Kartika, SS, M.Hum
NIS. 0610701000001191

,Member


Dra. Sri Endang Kusmarwati, M.Pd
NIS. 061071302000100

,Member


Aisyah Ririn Perwikasih Utari, S.S, M.Pd
NIS.0610701000001228

,Member

Acknowledged by
The Faculty of Teacher Training and Education



Dr. Slamet Utomo, M.Pd
NIP. 196212191987031015

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Kudus, June 22nd, 2016

Masthohatul Aziza

ABSTRACT

Aziza, Masthohatul. 2016. *Learning Styles Students with High and Low English Academic Achievement of Eleventh Grade of SMA N 1 Pecangaan Jepara in Academic Year 2015/2016*. Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Dr. Slamet Utomo, M.Pd. (II) Fajar Kartika, SS, M.Hum

Key words: Learning Styles, Students with High English Academic Achievement, Students with Low English Academic Achievement

Learning styles is the behavior used by individual in learning something. Every people have different learning styles that reflected in different behavior, skills, and interest in learning something. Learning styles can be classified into: visual, auditory, kinesthetic. In learning English know what is the learning style of every individual is needed to support the student's learning to be more effective.

This objectives of this research are; (1) to know what are the learning styles used by students with high English academic achievement of eleventh grade of SMA N 1 Pecangaan Jepara in academic year 2015/2016, (2) to know what are the learning styles used by students with low English academic achievement of eleventh grade of SMA N 1 Pecangaan Jepara in academic year 2015/2016,

This research applies descriptive qualitative research, and it is to describe the learning styles of eleventh grade of SMA N 1 Pecangaan Jepara in academic year 2015/2016. The subjects of this study are 30 students; consist of 15 students with high academic achievement and 15 students with low academic achievement. The data is taken from questionnaire.

The learning styles of students with high English academic achievement of eleventh grade of SMA N 1 Pecangaan Jepara in academic year 2015/2016 are 9 (60%) students dominant with kinesthetic style, 1 (6, 67%) students dominant with mix styles between visual and kinesthetic, 2 (13,33%) students dominant with mix styles between auditory and kinesthetic, 3 (20%) students dominant with mix styles between visual, auditory, and kinesthetic. The learning styles of students with low English academic achievement of eleventh grade of SMA N 1 Pecangaan Jepara in academic year 2015/2016 are 6 (40%) students dominant with visual style, and 9 (60%) students dominant with auditory style.

From this research, it can be concluded that every student has different learning styles and learns based on their own learning styles. And suggestions for the teachers is they should be aware with the students' learning styles, and the teachers are recommended to use teaching strategies specific methods that are reflective of visual, auditory, and kinesthetic style to help the students in increasing their academic achievement. For the students who have low English academic achievement are recommended to use learning styles that used by students with high English academic achievement, it is dominant use kinesthetic style to increase their academic achievement. For the future researcher can use

this research as previous research by developing this topic in a deeper analysis in order to get more learning styles with the other theories.



ABSTRAKSI

Aziza, Masthohatul. 2016. *Gaya Belajar Siswa Berprestasi Tinggi dan Rendah pada Pmlajaran Bahasa Inggris dari Kelas XI SMA N 1 Pecangaan Jepara Tahun Akademik 2015/2016*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Dosen Pembimbing: (I) Dr. Slamet Utomo, M.Pd. (II) Fajar Kartika, SS, M.Hum

Kata Kunci: Gaya Belajar, Siswa Berprestasi Tinggi, Siswa Berprestasi Rendah

Gaya belajar adalah perilaku yang digunakan oleh individu dalam belajar sesuatu. Setiap orang memiliki gaya belajar yang berbeda yang tercermin dalam perilaku, keterampilan, dan ketertarikan saat belajar sesuatu. Gaya belajar dapat diklasifikasikan menjadi: visual, auditori, kinestetik. Dalam belajar Bahasa Inggris, mengetahui gaya belajar apa yang digunakan oleh setiap orang dibutuhkan untuk membantu pembelajaran siswa agar lebih efektif.

Tujuan dari penelitian ini adalah: (1) untuk mengetahui gaya belajar yang digunakan oleh siswa berprestasi tinggi dalam belajar bahasa Inggris dari kelas XI SMA N 1 Pecangaan Jepara di tahun akademik 2015/2016, (2) untuk mengetahui gaya belajar yang digunakan oleh siswa berprestasi rendah dalam belajar bahasa Inggris dari kelas XI SMA N 1 Pecangaan Jepara di tahun akademik 2015/2016.

Penelitian ini menggunakan penelitian deskriptif kualitatif, yang bertujuan untuk menggambarkan gaya belajar dari kelas XI SMA N 1 Pecangaan Jepara pada tahun akademik 2015/2016. Subyek penelitian ini adalah 30 siswa; terdiri dari 15 siswa berprestasi tinggi dan 15 siswa berprestasi rendah. Data diambil menggunakan kuesioner.

Gaya belajar siswa berprestasi tinggi dalam belajar bahasa Inggris dari kelas XI SMA N 1 Pecangaan Jepara di tahun akademik 2015/2016 adalah 9 (60%) siswa dominan dengan gaya kinestetik, 1 (6, 67%) siswa dominan dengan gaya kombinasi visual dengan kinestetik, 2 (13, 33%) siswa dominan dengan gaya kombinasi auditori dengan kinestetik, 3 (20%) siswa dominan dengan gaya kombinasi antara visual, auditori, dan kinestetik. Dan Gaya belajar siswa berprestasi rendah dalam belajar bahasa Inggris dari kelas XI SMA N 1 Pecangaan Jepara di tahun akademik 2015/2016 adalah 6 (40%) siswa dominan dengan gaya visual, dan 9 (60%) siswa dominan dengan gaya auditori.

Dari penelitian ini, dapat disimpulkan bahwa setiap siswa memiliki gaya belajar yang berbeda dan belajar berdasarkan gaya belajar mereka sendiri. Dan guru-guru Bahasa Inggris disarankan agar memperhatikan gaya belajar siswa dan diharapkan untuk menggunakan strategi atau metode yang berhubungan dengan gaya visual, auditori dan kinestetik untuk membantu siswa dalam meningkatkan prestasinya. Untuk siswa yang berprestasi rendah, disarankan untuk menggunakan gaya kinestetik seperti yang digunakan oleh siswa yang berprestasi tinggi untuk meningkatkan prestasinya. Dan untuk peneliti selanjutnya bisa menggunakan

penelitian ini sebagai referensi dengan mengembangkan topic ini lebih luas lagi untuk mendapatkan teori tentang gaya belajar yang lainnya.



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